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ABSTRACT

Teacher effectiveness research and its use in classroom observation have progressed substantially since the seventies; findings are now experimentally significant, cover a broad subject range, and can be generalized beyond low economic status groups and elementary school students. New teacher evaluation criteria and observation techniques have been researched, with encouraging results. This paper, with its numerous handouts and annotated bibliographies, tries to help practitioners arrive at a research-based definition of teacher effectiveness, analyze behaviors, develop appropriate measuring tools, and consider several observation approaches to incorporate in the data. The handout information focuses on three areas of teacher effectiveness: (1) time-related performance variables (time on task and academic learning time), (2) classroom management and climate, and (3) instructional variables. These three areas provide a solid foundation for developing classroom observation tools that will translate the criteria into measurable data useful for instructional improvement. After describing a few of these tools and their potential for helping teachers change their behavior, the paper summarizes some overall approaches to observation, including "analysis of instruction," "developmental career stages," and "problem-centered models." Knowledge of all three approaches is essential for sound teacher evaluation. Eight pages of references and/or bibliographic comment are provided on such teacher effectiveness concerns as classroom management, time and learning, systematic observation, and teacher evaluation. Handouts include: (1) outlines of concepts (teacher effectiveness, management strategies, and teaching functions); and (2) forms to aid classroom observation. (MLH)

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Applying Teacher Effectiveness Research In the Classroom

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Northern Illinois University

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Running head: APPLYING TEACHER EFFECTIVENESS

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Applying Teacher Effectiveness Research In the Classroom

The observation of teacher effectiveness criteria in the classroom is the focus of this session. The term "teacher effectiveness" is used here in a narrow sense, referring to a certain literature and body of research. Further, it will refer to classroom performance or behavior (as opposed to competencies) shown to be significantly related to student cognitive achievement.

Teacher effectiveness research and its use in classroom observation is important for several reasons. First, we are in a new age of research. Formerly, in the seventies we could claim only correlational results. Now in the eighties we have experimentally significant findings. Formerly we could be sure of teacher behaviors related to achievement in basic reading and math skills. Now the research covers a broader range of subject areas. Formerly, the research could not be generalized beyond low socioeconomic status students, and now we know the value of direct instruction and other teacher behaviors for students in general. In addition, the findings have proven generalizable from the elementary to the secondary level. Therefore, we can no longer discount the research as merely correlational or lacking generalizability.

Criticism has often implied that a rigid application of these findings is required. Obviously, the art of teaching

does not lend itself to a recipe approach. But teaching is strengthened by a strong research base which aides in its conceptualization and provides tools for dialogue. And those applying the research can test it out again with their own students to see how teacher performance influences their cognitive achievement.

Current studies on the effectiveness of differential teacher behaviors with regard to girls vs. boys or low achievers vs. high achievers also add to our growing body of knowledge and are useful in addition to the more general teacher effectiveness findings. The growing edge of this new age of research seems to be in these and other specific areas.

Secondly, the observation of teacher effectiveness research has special value in its role at the state level. New observation tools are being developed, and new laws to govern the observation, evaluation and certification of teachers have come into being. North Carolina, for example, changed their consensus-based observation approach to one which draws heavily on teacher effectiveness research for observation and evaluation criteria.

All too often, teacher observation has been done, without clear and appropriate criteria, without trained observers, and without proper assessment methods. The result has been subjective judgment masquerading as objective assessment. But positive changes in observation and

evaluation criteria and processes are being brought about today whereby assessment should more likely lead to the improvement of instruction.

Supervision for the improvement of instruction must draw directly on the research of teacher effectiveness. Although various reform reports have focused on the content of teaching while neglecting the act of teaching, other literature confirms the need for better quality instruction.

In the words of Harold Howe II (1982, p. 13), "Improving teaching [is] the most likely source of a real solution to the shortcomings of America's schools". David Berliner (1981, p. 224) comments, "After many millions of dollars spent on research, the research community has validated some common sense motions about education. But common sense is not common practice, as a visit to the schools will reveal".

Today I'd like to provide some data to enable you to do three things. First, to define teacher effectiveness according to a research-based definition. Second, to analyze behaviors and to evaluate and adapt measurement tools to properly reflect them. And third, to consider several overall approaches to observation within which this research-based data can be incorporated. Supervisors, teachers and others involved with the observation and improvement of teacher effectiveness should find it useful.

The four handouts include an outline, a research-based definition of teacher effectiveness, a sample of observation

PERFORMANCE VARIABLES RELATED TO ACHIEVEMENT

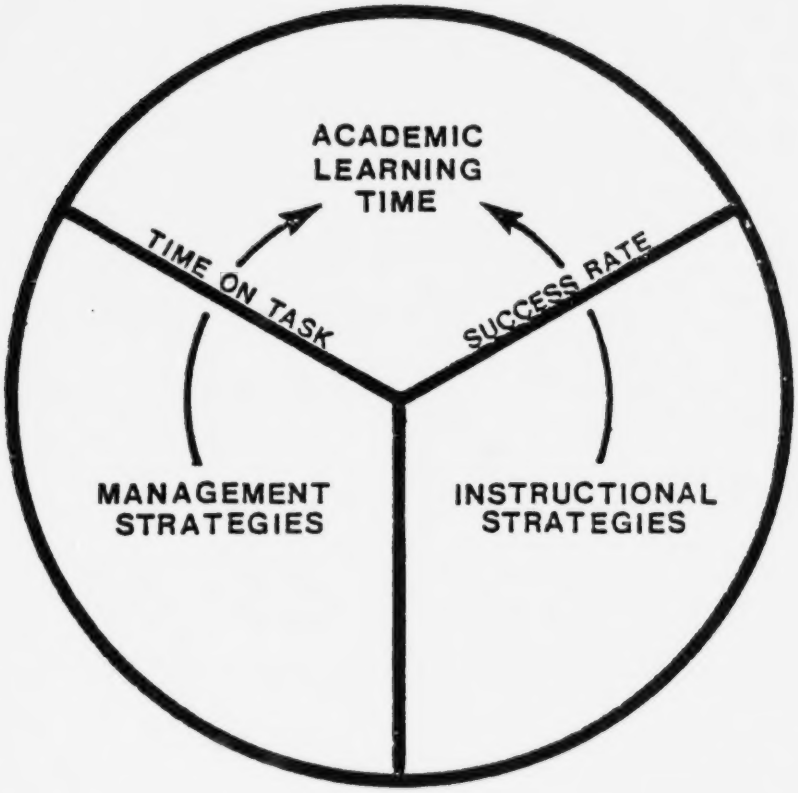

Figure 1. Three major areas of performance significantly related to achievement and their relationship to each other.

tools and an annotated bibliography for further study.

Defining Teacher Effectiveness

First, let's look at the criteria of teacher effectiveness.

Insert Figure 1 about here

Figure 1 illustrates the three major areas of classroom performance significantly related to student achievement: Student use of time, teacher classroom management (including classroom climate) and teacher instructional behavior. The relationship between these variables is shown by the arrows above. Effective management produces time spent on the academic objective and effective instruction produces success on the objective. Together these two goals comprise "academic learning time", the variable most closely related to student achievement (Rosenshine, 1979), and the most likely overall goal of effective instruction.

The handout, "A Research-based Definition of Teacher Effectiveness," details specific behaviors in each of these areas. This definition draws on the following key research: The Beginning Teacher Evaluation Study; studies by Edmund Emmer, Carolyn Evertson and others on classroom management; and Barak Rosenshine's instructional functions.

In order to apply this research to classroom observation and the improvement of instruction it is necessary to know

more than what behaviors are related to achievement. We must also understand how they are related to achievement. Then it will be possible to select and measure behavior likely to increase student achievement.

If a teacher is already sustaining a high rate of student time on task, for example, we may not choose to focus observation on this area. Because of the way in which time is related to achievement, increasing time on task alone will not increase achievement beyond a certain point. Likewise, increasing enthusiasm will not necessarily increase achievement. But it may increase time on task if it is not already at its peak and by doing so will indirectly increase achievement.

Overall, if time on task is at goal level (discussed below), the observation of the whole area of classroom management strategies (which have time on task as their goal) might be omitted in favor of the observation of instructional strategies.

The bibliography will provide you with resources for both introductory and advanced study of the relationships of these variables to achievement.

Three Areas of Teacher Effectiveness

Time-related performance variables include time on task and academic learning time (time spent successfully on task). David Berliner (1984) discusses the variables of time in some detail. Suggested goals for these variables are

(a) an eighty to ninety percent class time on task rate and (b) a success rate of eighty percent in discussion with ninety percent in independent work.

The area of classroom management and classroom climate involves a number of different kinds of variables. The goal overall is to increase instructional time so that no more than fifteen percent of the class period is spent in organizational tasks, routines and behavior management (Stallings, 1984). An effective classroom manager will prevent problems by not allowing inappropriate behaviors to escalate, and by dealing with misbehavior promptly. Another key characteristic of effective management is the teaching of appropriate behavior at the beginning of the year. Timing is critical. Teaching the rules in midyear can never achieve what this teaching does at the beginning of the year. Several areas of effective classroom management are detailed on the handout: Teaching and Maintaining Appropriate Behavior and Increasing Instructional Time Within A Supportive Climate. Quality of time spent as well as quantity of time is important for teacher effectiveness.

Instructional variables abound in the effectiveness literature yet solid synthesis is rare. Even when the variables studied are the same, they may be defined or measured differently and thus, are difficult to synthesize. The work of Barak Rosenshine is unique in this respect. He has synthesized experimental studies from different grade

levels and subject areas and has drawn from them, generalizable instructional functions. Rosenshine also played a key role in the seventies with his well-known review of process-product studies. This work marked a breakthrough in the research at that time, bringing about a "teacher effectiveness research" with significant correlational findings.

These three areas of performance drawn from effectiveness research provide a solid foundation from which to develop classroom observation tools. These tools will translate the criteria into measurable data useful for the improvement of instruction.

Analysis of Behavior to Focus the Observation

What constitutes desired knowledge about a behavior will vary depending upon how it is related to achievement. In order to develop an observation tool to measure a criterion behavior, several questions need to be asked. First, who or what is to be measured? and second, what specific aspects of the behavior are to be recorded? (see the handout, "The Observation of Teacher Effectiveness", part II, for further details.) After behaviors are carefully defined and agreed upon, tools are selected, adapted or developed which measure their pertinent characteristics.

Selection and Adaptation of Observation Tools

More than one tool and more than one kind of tool will be required to measure the variety of behaviors which

constitute teacher effectiveness. Even then, it should be recognized that the measurements represent pieces of a larger classroom reality. Nonverbal behavior is an example of this larger reality which is not included in a comprehensive way in the research-based definition.

A variety of observation tools and approaches are outlined on "The Observation of Teacher Effectiveness" handout, part III. Examples of several of these tools are also provided. One logical approach to observation moves from an assessment of time use and classroom management to instructional behavior. Medley, Coker and Soar (1984) suggest that measurement-based teacher evaluation should focus first on classroom management and second on instruction. Thus, all of the observation tools listed on the outline might be utilized in this approach. Besides the logical nature of the approach, it also separates teacher management and instructional behaviors which are related to achievement in different ways.

Measuring Time-Related Performance

Two instruments which measure time on task, included in the handout, are The Engagement Rate Observation Form and The Off Task Time Sampling Form. Each could be used to measure a class, a selected group of students or an individual student's time on task percentage rate. A reliable measurement will probably require 8 or 9 observations (Emmer, 1983). Also, some method of checking observer

agreement is recommended.

The Engagement Rate Form uses a momentary time sampling technique to code 3 types of off task behavior if they occur as the observer glances briefly at each student. Directions for observation are given on the form. The total off task rate is calculated by taking the total number of off task occurrences over the total possible number of occurrences.

Notice the kinds of information which can be recorded here: the location of the behavior (seating chart), who is socializing with whom, and the connection between off task behavior and different classroom activities or transitions.

The Engagement Rate example is adapted to include notes (lower left corner), a code for absent students (AB), arrows to indicate student movement where students were in more than one seat, and lines to show the location of desks where they did not fit the chart (desks not lined up behind each other or ones off to the side). Alternative seating charts and coding may also be used. A set of off task codes might be developed from an initial list of all off task behaviors observed in a particular class.

The second time sampling tool records with a check whether any off task behavior occurs in a 10 second period. Individual students are observed one at a time moving from the top to the bottom of the list with 10 seconds in between each observation allowed for recording. At the end of this process, the record will reveal a certain number of checks

out of a possible ten checks. This proportion of off task behavior to the total possible off task behaviors can be converted to a percentage as before and inserted in the total column to the right of the students' names.

An alternative to the simple check system could identify the following: on task-academic (OA), probably on task-academic (PA), on task-procedural (OP), probably on task-procedural (PP), off task (OF), dead time (D) and no data (N). This more complete approach has been used in several studies from the University of Texas Research and Development Center for Teacher Education. It captures more clearly whether a student is simply involved in acceptable procedural behavior or the intended academic task. It also identifies dead time where no task has been prescribed, and indicates where no data was available. Distortion of the data and misinterpretation might be minimized with this approach.

Each of these time sampling methods can be used to record off task behavior of some duration. If a behavior occurs only briefly however, it may not be picked up, especially in a momentary time sample. One student, for example, popped a pen in the air ten times while a class was being observed using the Engagement Rate Form. None of these off task behaviors occurred at the moment the observer glanced at this particular student. For such infrequent behaviors of short duration, event sampling techniques are more appropriate.

Either tool can be used to gain an overview of the off task behavior of an entire class and to guide more selective observations of individual students. The data is useful in assessing both teacher effectiveness and student behavior.

While the definition of teacher effectiveness used here focuses on performance (time on task and academic learning time), allocated time is also important to note because an increase in allocated time provides an opportunity to increase the actual time spent on task.

Recent studies have identified levels of allocated and engaged time in today's schools, however these rates vary considerably from classroom to classroom. There is clearly room for improvement in both teacher allocation and use of time (Brandt, 1982). Also, when student work time is supervised, engagement rates are significantly higher than when they are working alone (Rosenshine, 1979).

Measuring Effective Classroom Management

Several areas of effective classroom management are identified in the Research-based Definition of Teacher Effectiveness: The increasing of instructional time, the developing of a supportive climate and the teaching and maintenance of appropriate behavior. Some of these behaviors lend themselves to a narrative record of observation; such as the teaching of appropriate behavior and teacher behaviors which contribute to a certain type of classroom climate. Others are better suited to a record of time duration, a

checklist of performance characteristics, a visual/spatial representation or a documentation of the sequence of an interaction. (See "The Observation of Teacher Effectiveness" handout.) Selected examples below highlight measures of interaction and performance characteristics.

The "Teacher's Reaction to Inattention and Misbehavior" form gives an overview of classroom behavior and can be followed up by the "Case Study" of individual students. Notice that the first form does not include any identification of which student is doing exactly what behavior. This information could be added in two additional columns to increase the usefulness of the data.

This example from an actual classroom observation records minor misbehavior (#2) which becomes disruptive (#3). The misbehavior, primarily socializing (though this cannot be recorded on the tool as it is), is first ignored by the teacher, then reprimanded and finally a threat of punishment is given. However, the misbehavior continues. Checks at the bottom of the form go beyond observation to interpretation. This record suggests a need for more consistency in response to misbehavior, more effective consequences, more accuracy in problem identification and less negativity toward students (see checks #5 & #6).

The second example, a case study of "The Uninvolved Student" focuses on one student, again from an actual observation. This form could be adapted to identify what

student is being recorded, the context of the behavior and teacher responses. (Here the circled number indicates the involvement of a second student.)

The uninvolved student did nothing throughout 8 class periods although he did approved nonacademic behaviors and appeared to be paying attention. Codes which most closely resemble this behavior were recorded. The teacher did not respond to this behavior or interact with the student in any way. A second student (incident #17) made fun of the uninvolved student and others joined in.

In addition to these behavior problems, the observer learned that the student was unable to perform required academic tasks. Perhaps if remedial instruction and close supervision and reinforcement were administered, behavior would be positively influenced.

A third example of classroom management observation is the "Transitions and Group Management" form. In this actual observation the teacher was often interrupted by students, and had to speak over them. Rules for asking questions and for transitions should increase instructional time in this classroom.

Measuring Effective Instruction

In this area, the "Lesson Observation Summary Sheet" gives an overview of instruction within the framework of Rosenshine's teaching functions. Certain specific behaviors may be selected after this initial overview. (See Elizabeth

Perrott's Effective Teaching--A Practical Guide to Improving Your Instruction, for numerous examples of the observation of specific teacher behaviors.)

The Lesson Summary Sheet makes clear, where there are no instances of praise or other effective behaviors observed. It also reveals excessive use of seatwork or teacher presentation. Teacher behaviors must be seen in light of their objectives, without assuming that a particular behavior is always effective. For example, in the completed observation (see handouts), mostly fact questions were used. This is appropriate given the nature of the academic objective, which was to place the correct information where it belongs on a business letter.

The Improvement of Instruction

In all three areas of effective performance, objective data from observation tools such as those discussed above can help teachers to change their behavior. Studies over the years have continued to give evidence of teacher behavior change in response to several forms of objective feedback. Teachers are not always aware of their behavior (or the behavior of their students) and can often make changes quickly in response to this new information. The data from observation tools can contribute to a more objective discussion of teacher performance a d a more accurate record of improvement.

Overall Approaches to Observation

Three overall approaches to observation drawing on teacher effectiveness as defined here are "Analysis of Instruction," "Developmental-Career Stages" and "Problem-centered" Models. The first would include all of the kinds of measurement listed on "The Observation of Teacher Effectiveness" outline, part III. An important reason for using this approach is that it does not focus exclusively on either classroom management or instruction, omitting a large part of effective teaching and thus misrepresenting effectiveness. It also does not focus exclusively on teacher behavior, first measuring student time on task rates. This makes observation less threatening to the teacher and highlights the goal of student behavior and achievement results.

The second observation approach draws on the literature of adult development, teacher socialization, teacher concerns, career stages, teacher thinking and continuing professional education. Here developmental concerns guide the selection of behaviors to be observed. Developmental approaches may be combined or used with the overall analysis of instruction.

Recent articles in the Journal of Teacher Education suggest several ways of viewing teacher development. John Zahorik (1986) calls attention to three ways of conceptualizing teaching and the kinds of skills related to each. Viewed within a developmental perspective,

science-research skills are dominant though not exclusive needs for the student teacher, theory-philosophy skills for the developing teacher and art-craft skills for the experienced teacher. Zahorik (1984) also recognizes the importance of teacher preferences and the role they might play in the observation and improvement of instruction.

Experienced and less experienced teachers differ in their thinking, learning needs and desired supervisory styles (Bierly and Berliner, 1982; Copeland, 1982; Evertson, Hawley and Zlotnik, 1985; Hall, 1983). These and other differences are becoming a focus of research to such an extent that the study of learning to teach seems to be an emerging research specialization (Doyle, 1985). Doyle reviews the research related to pretraining, preservice, induction and inservice phases of teacher education. Although some areas are more thoroughly researched than others, the literature provides data supportive of a developmental approach to observation and the improvement of instruction.

The third model for observation is problem-centered. Problem-solving becomes a major goal rather than overall assessment of effectiveness or the addressing of developmental concerns. First, a problem is identified and a decision is made about what to observe and by what means, in order to solve it. Then observations are recorded and analyzed and goals are implemented.

Some overall plan and theoretical/philosophical framework is suggested to most effectively guide the improvement of instruction. The frameworks above offer three options for the application of effective teaching research. Knowledge of this and other research on teaching is essential to sound teacher evaluation. As the Rand report on teacher evaluation states, "Valid, reliable, and helpful evaluation requires evaluators who recognize good teaching . . . and who know how to improve poor teaching when they find it" (Wise, Darling-Hammond, McLaughlin, Bernstein, 1984).

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Brief introductions to the teacher effectiveness research are found in Berliner's contribution to the 1984 Association for Supervision and Curriculum Development's yearbook and in chapter two of the Squires, Huitt and Segars book. Berliner gives attention to major variables including "academic learning time", related "time" variables and classroom climate in the contexts of pre, during and post instruction. Squires, Huitt and Segars also discuss teacher and student behaviors related to achievement. Both are good introductory summaries.

Good and Brophy's chapters on classroom management (chapters six and seven) and instruction (ten) cover much the same ground at greater length. Extended discussions of praise and questioning are especially helpful. Checklists suggest a possible observation tool. Levin and Long focus on three types of variables related to learning: active learning, feedback, and corrective procedures and instructional cues. Classroom observation and evaluation are discussed. The specificity of this book makes it very useful.

The Effective Schools Sourcebook contains articles on effective elementary schools and classroom practices and effective secondary schools and classroom practices. State and district level applications are included. Essential Knowledge for Beginning Educators is especially helpful as it applies the work of leaders in the field to teacher education. Research related to planning, management of behavior and instruction, and measurement and evaluation is discussed. Brophy, Walberg, Good, Soar, Spaulding, Stallings, Edmonds, MacDonald and others have contributed excellent articles well worth reading.

The videocassette package, "Effective Teaching for Higher Achievement" provides a wealth of information in a single source. The video handbook contains easy to use observation tools. Books and articles are included in the purchase price. The application of teacher effectiveness research in several areas is addressed: academic learning time, classroom organization and control, teacher expectations and instruction. Many researchers in this field appear on the two-part video (each part is about 50 minutes long).

The newly released Handbook of Research on Teaching (3rd Ed.) includes articles on classroom management, instructional functions and teacher behavior related to student achievement. Rosenshine's article in the new handbook is similar to the articles listed above which describe in detail the teaching functions which resulted from his synthesis of experimental studies.

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Several references above provide an overview of this area of effectiveness. Extensive discussions are found in 1) Effective Classroom Management edited by D. Strother, an excellent and comprehensive collection of articles; 2) the two books published by Prentice-Hall, practical applications of the research of Emmer, Evertson and others and 3) the ASCD book on classroom management by D. L. Duke.

E. T. Emmer's cassette from the 1983 ASCD convention describes the research in classroom management undertaken by the Research and Development Center for Teacher Education in Austin. The rationale and method of study is discussed in a way that is useful to the practitioner. Note also that the 3rd edition of the Handbook of Research on Teaching contains an extensive description of these studies in the article, "Observation as Inquiry and Method" by Carolyn Evertson and Judith Green.

W. Doyle's article in the new handbook supplies an update of several lines of research on classroom management, and his article in the Journal of Teacher Education applies the research to teacher preparation.

Good yet brief introductory overviews are found in several articles (Strother, 1985; Evertson & Emmer, 1982; Emmer & Evertson, 1981; Brophy, 1986) and very concrete guidelines are found in the ASCD videocassette and Paine's book

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Time to Learn is the well-known summary of the BTES findings along with some applications. Perspectives on Instructional Time and Time and School Learning are also highly recommended for their depth and comprehensiveness. These works will bring the reader up to date on the literature related to time and learning.

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Perrot, E. (1983). Effective Teaching - A Practical Guide to Improving Your Teaching. New York, NY: Longman.

Stallings, J. (1984). What should a principal look for in basic skills instruction? Peabody Center for Effective Teaching. Peabody College at Vanderbilt University.

Stallings' excellent paper provides several observation instruments for measuring behavior related to achievement. It contains some discussion of effective teaching behaviors directly identified by research. Perrott's book contains additional ideas for recording selected instructional behaviors.

How to Establish a Behavior Observation System is a beginning workbook-style guide with practical exercises in such observation-related skills as choosing appropriate observation methods for given behaviors, and figuring the reliability of observations. The Classroom Observer and Observational Strategies for Child Study introduce time and event sampling concepts, provide exercises and suggested observation formats.

Borg's chapter on observation is foundational, comprehensive and readable. Types of observation are compared and contrasted. Key issues concerning observation are raised and specific practices for different types of observation are identified.

The Hobar and Sullivan article discusses the use of systematic observation in the improvement of instruction historically. It is an interesting and readable article.

TEACHER EVALUATION

Borich, G. D. (1977). The appraisal of teachings: Concepts and process. Reading: Addison-Wesley.

Gilman, F. (1985). ERIC resources on teacher evaluation. Journal of Teacher Education, 36, 34-37.

Klein, K. (Ed.). (1983). Evaluation of teaching: The formative process. Bloomington, IN: Phi Delta Kappan.

Medley, D. M., Coker, H., & Soar, R. S. (1984). Measurement-based evaluation of teacher performance, An empirical approach. New York: Longman.

Soar, R. S., Medley, D. M., & Coker, H. (1983). Teacher evaluation: A critique of currently used methods. Phi Delta Kappan, 65(4), 239-246.

Books by Medley, Coker and Soar and Borich synthesize systematic observation methods, measurement/statistical concepts, teacher effectiveness and evaluation. Although Borich's work is older, it deals with today's key issues in a scholarly comprehensive manner and includes contributions by top researchers.

The article by Soar, Medley and Coker assesses typical teacher evaluation approaches. The reader is alerted to serious measurement problems associated with several of the approaches. The "best practice" approach is recommended, with evaluation based on data from low inference teacher performance measures. Readers may wish to study Medley's work further. If so, the articles on "Teacher Effectiveness" and "Systematic Observation" in the 1982 Encyclopedia of Educational Research are recommended.

A very helpful collection of articles on teacher evaluation is found in Evaluation of teaching: The formative process from Phi Delta Kappan's Hot Topics Series. More recent articles on this topic are identified by F. Gilman's bibliography in the Journal of Teacher Education.

A RESEARCH-BASED DEFINITION OF TEACHER EFFECTIVENESS

Particular behaviors highlighted by research in the areas of time, classroom management and instruction are:

I. Student Use of Time (Key Research: The Beginning Teacher Evaluation Study)

Engagement Rate or Off Task Behavior
Academic Learning Time

II. Effective Management (Key Research: Studies by Emmer, Evertson & others)

Teaching Appropriate Behavior
Maintaining Appropriate Behavior
Increasing Instructional Time
Developing a Supportive Climate

III. Effective Instruction (Key Research: Barak Rosenshine's Teaching Functions)

Daily Review
Presentation of Material
Guided Student Practice
Feedback and Correctives
Independent Work
Weekly and Monthly Reviews

EFFECTIVE MANAGEMENT STRATEGIES
(Prevention Focus)

I. TEACHING APPROPRIATE BEHAVIOR (especially at the beginning of the year)

A. Clear Explanation - concrete definitions, step-by-step demonstrations including cues as needed.

B. Rehearsal - practice as needed.

C. Feedback and Reteaching - as needed.

II. MAINTAINING APPROPRIATE BEHAVIOR

A. Monitoring and Prompt Handling of Misbehavior
"Withitness", teacher awareness of student behavior is communicated and the behavior is dealt with. Credibility of the management system is established with early intervention.

B. Consistent Consequences, Feedback

C. "Overlapping", two situations are dealt with simultaneously.

III. INCREASING INSTRUCTIONAL TIME

A. Clarity in Directions and Presentations

B. "Smoothness" and "Momentum"
Prompt beginning, smooth pacing without irrelevant interruptions, structured transitions.

C. Involving All Students by strategies such as, task-related questions, probing, "group alerting" - keeping everyone "on their toes", opportunity to learn, academic feedback, cueing.

D. Grouping of students to attain maximum instructional time.

IV. DEVELOPING A SUPPORTIVE CLASSROOM CLIMATE

A. Limited Time Spent on Management

B. Task-Orientation, Productive

C. Orderly Environment attained by firmness not anger.

D. Cohesiveness, balance between cooperation and competition.

E. Democratic, Warm positive relationships, appropriate use of praise, not characterized by criticism.

Six Teaching Functions

1. *Daily review,* checking previous day's work
   Teacher learns where students had problems
   Reteaching occurs, if necessary
2. *Presentation of material* and demonstration/modeling (where appropriate)
   Provide overview
   One thought at a time
   Stay "on track"
   Master each point in sequence
   Give many examples
   Give detailed/redundant explanations for difficult points
   Ask questions to monitor student progress
3. *Guided student practice*
   Ask large number of questions:
   —fact questions
   —"process" questions
   For higher level questions, demonstrate ("talk through") how to answer
   Ensure high success (80%) by prompting at the beginning; then fading out prompts
   Give additional process explanations and repetition of main points
   Check for understanding until *all* students are "firm" in performance:
   —have a large number of brief oral questions ready to cover main points, supplemental points, and processes involved
   —equalize opportunity to respond through: systematic selection; no call-outs
   —require all students to respond through: written responses; responding to a partner; group discussion; choral responses (in small group)
4. *Feedback and correctives* during guided practice
   If student answers:
   —correctly and firmly
   —correctly but hesitantly
   —incorrectly and carelessly
   —incorrectly and doesn't understand
   Then teacher should:
   —acknowledge and go on
   —acknowledge and briefly give process of getting answer
   —give right answer and go on
   —give hints or probes *or* reteach
5. *Independent work* only after successful guided practice
   Students progress from slow, "think it through" stage to automatic stage
   Students engage in a large number of successful repetitions (overlearning)
   During seatwork activities:
   —direct students through first few problems or tasks
   —keep interactions short (20-30 seconds) but frequent, if necessary
   —actively monitor students
   Non-seatwork ways of providing independent practice:
   —teacher-led question/answer session without prompts, hints (all students participate)
   —students follow a procedure that includes, e.g. doing seatwork and checking with a partner
   —cooperative group learning approaches
   For difficult material, or slower students:
   —provide several short sequences of instruction/practice followed by seatwork
   —be sure to provide plenty of explanation, repetition, guided practice, feedback, and demonstration
6. *Weekly and monthly reviews*
   Every Monday
   Every fourth Monday

(Source : A.S.C.D. Video Handbook, "Effective Teaching For Higher Achievement")

THE OBSERVATION OF TEACHER EFFECTIVENESS

I. Select Teacher Effectiveness Criteria for Observation

A. Time-related criteria
B. Classroom management
C. Instruction

II. Focus the Observation

A. In the classroom - who or what is to be observed?

1. Whole class v.s. individual students
2. Students v.s. teachers
3. Interactions generally v.s. differential interactions

B. On the observation tool - aspects of behavior to be recorded

1. What behavior or characteristic of it, is recorded
2. How often and/or for how long the behavior is exhibited (behavior frequency, time sample)
3. When the behavior occurs (in relation to lesson activity) or in what sequence
4. Where the behavior occurs (its location in the classroom)
5. With whom the behavior occurs
6. What contextual features are observed

III. Select and Adapt Observation Tools

A. Time-related

*1. Engagement Rate Form - especially for whole class on-task rate.
*2. Off Task Time Sampling - especially for individual or group rates.
3. Academic Learning Time - time on task that is also academically successful. Measured using time on task and achievement criterion.

B. Classroom management

1. Narrative description of the teaching of appropriate behavior.

*2. Teacher's Reaction to Inattention and Misbehavior Form and Case Study measure the maintenance of appropriate behavior.
3. Brief description of behaviors such as monitoring and overlapping. (See format, Lesson Observation Summary Sheet.)
4. Movement illustration of teacher monitoring on seating chart.
5. Frequency, time sampling and sequences of teacher behaviors to increase time and promote effective management.
6. Durations of transitions, starts and stops (use stopwatch).
*7. Checklist of characteristics of transitions, Transitions and Group Management Form.
8. Record groupings used, for what purpose and when.
9. Record the total class time spent on classroom management as opposed to instruction and academic work. (Stopwatch.)
10. Narrative description of supportive classroom climate including concrete examples of pertinent characteristics.

C. Instruction

*1. Lesson Observation Summary Sheet records brief descriptions of Rosenshine's teaching functions.
2. Focus on selected instructional behaviors of teachers from Rosenshine or others. See observation tool examples in Perrott's Effective Teaching-A Practical Guide to Improving Your Teaching.

IV. Consider Overall Approaches to Observation

A. Analysis of Instruction Model
B. Developmental/Career Stages Model
C. Problem-centered Model

*These examples are included in the handout.

Engagement Rate Observation Form

Teacher's Name Mrs. Smith - math Date 2/19/85
Observer's Name G. Alter Time Begin: 9:59
3rd Period End: 10:41

① Total # Students: 21

② Total # off task: 45

Sweep	Time	Activity	Sweep	Time	Activity
1.	10:10	math probs. on overhead	6.	10:35	seatwork (con't.)
2.	10:15	explanations of prob.	7.	10:40	seatwork (con't.)
3.	10:20	began new prob.	8.		
4.	10:25	individ. prob. solving	9.		
5.	10:30	homework/seatwork	10.		
6.					
7.					

(Front of Room)

Justin S/1 S/5 S/3 U/4 S/7	Cat S/5	Charlie S/5	Overhead	Pam S/6 S/7	Joe S/7	
Chris S/3 S/5 S/7	Heather S/3	Jason S/3 S/7		Lanyea AB	Sean U/5 U/7	Jill S/3
Tina AB?	Tuan		Lori S/6 S/7	Mary S/6		Mark S/3 S/4
Dan U/2 U/4 U/5	Tia	Sara U/2 S/6	Sydney S/1 S/6 S/2 S/4 S/7	Shelly S/1 S/6 S/2 S/4 S/7		Joe S/4
John U/1 U/5 U/3 U/4 U/7						

③ total possible O.T.
21 students
x 7 observations
147

④ O.T. / possible O.T. =

45/147 = .309

or 31% off task behavior

69% on task

Notes:

Dan - reading another book.

John - did nothing

Directions for the Observer

(Before the observation, the teacher being observed has filled in the students names.)

1. Fill in teacher name, date, and time.
2. When the time allocated for teaching begins, fill in the Time and Activity, and make a sweep of the students in a predetermined order. Mark only those who are non-engaged with a S, U, or W; a slash (/); and the number of the sweep (S/1).
3. Repeat step 2 every five minutes until the observation period ends.

Codes
S = Socializing
U = Uninvolved
W = Waiting

(Source: A.S.C.D. Video Handbook, "Effective Teaching For Higher Achievement")

TIME SAMPLING

OFF TASK BEHAVIOR

	Student	Time Unit										Total
		8:00	8:02	8:04	8:06	8:08	8:10	8:12	8:14	8:16	8:18	
Example:	Ellen B.										✓	1/10 = 10% off task
	Margaret B.		✓						✓			20%
	Darla B.				✓							10%
	Colleen B.	✓			✓			✓				30%
	Teresa B.									✓		10%
	Sue B.											0
	total group											8/60 = 13%
		8:20	8:22	8:24	8:26	8:28	8:30	8:32	8:34	8:36	8:38	
Example:												
	Dan T.	OA	OP	OA	OA	D	OF	OF	D	OP	D	OA 20% D 30% OP 20% OF 20%
	Mike M.	OA	OA	OA	OA	D	OF	OF	D	OP	D	OA 40 D 30 OP 10 OF 20
	Thomas A.	PA	OA	OA	OA	D	OA	OP	D	PP	D	OA 40 / PA 10 / D 30 OP 10 / PP 10
	Bill A.	OA	OA	OA	OP	OP	OA	OP	D	OA	D	OA 50 D 20 OP 30
	Pete H.	OA	OA	OA	OP	OA	OP	OP	D	OA	D	OA 50 D 20 OP 30
	Joe M.	PA	PA	OA	D	OA	OA	OP	D	N	N	OA 30 PA 20 OP 10 D 20
	total group	OA	24/60 = 40%									
		OA+ OP	35/60 = 58%									

(Source - Boehm and Weinberg, 1977)

Teacher's Reaction to Inattention and Misbehavior

USE: When the teacher is faced with problems of inattention or misbehavior
PURPOSE: To see if teacher handles these situations appropriately
Code the following information concerning teacher's response to misbehavior or to inattentiveness. Code only when teacher seems to be aware of the problem; do not code minor problems that teacher doesn't even notice.

BEHAVIOR CATEGORIES

A. TYPE OF SITUATION
1. Total class, lesson or discussion
2. Small group activity—problem in group
3. Small group activity—problem out of group
4. Seatwork checking or study period
5. Other (specify)

B. TYPE OF MISBEHAVIOR
1. Brief, nondisruptive, should be ignored
2. Minor, but extended or repeated. Should be stopped nondisruptively
3. Disruptive, should be stopped quickly. No questions needed
4. Disruptive, questions needed or advisable
5. Other (specify)

C. TEACHER'S RESPONSE(S)
1. Ignores (deliberately)
2. Nonverbal; uses eye contact, gestures or touch, or moves near offender
3. Praises someone else's good behavior
4. Calls offender's name; calls for attention or work; gives rule reminder. No overdwelling
5. Overdwells on misbehavior, nags
6. Asks rhetorical or meaningless questions
7. Asks appropriate questions—investigates publicly
8. Investigates privately, now or later
9. Threatens punishment if behavior is repeated
10. Punishes (note type)
11. Other (specify)

CODES

	A	B	C
1.	1	2	1
2.	1	2	1
3.	1	3	1
4.	1	2	1
5.	1	3	1
6.	4	2	1
7.	4	2	4
8.	4	2	1
9.	4	3	4
10.	4	3	1
11.	4	2	9
12.	—	—	—
13.	—	—	—
14.	—	—	—
15.	—	—	—
16.	—	—	—
17.	—	—	—
18.	—	—	—
19.	—	—	—
20.	—	—	—
21.	—	—	—
22.	—	—	—
23.	—	—	—
24.	—	—	—
25.	—	—	—

CHECK IF APPLICABLE
- ✓ 1. Teacher delays too long before acting, so problems escalate
- ✓ 2. Teacher identifies wrong student or fails to include all involved
- ___ 3. Teacher fails to specify appropriate behavior (when this is not clear)
- ___ 4. Teacher fails to specify rationale behind demands (when this is not clear)
- ✓ 5. Teacher attributes misbehavior to ill will, evil motives
- ✓ 6. Teacher describes misbehavior as a typical or unchangeable trait; labels student

NOTES:

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Case Study – "The Uninvolved Student"

USE: To do concentrated observations on one or a few students who are problems for the teacher

PURPOSE: To systematically gather information needed to understand the student's behavior and to make recommendations to the teacher

Use the codes on this page to record the student's behavior and link it to antecedent causes when possible.

A. STUDENT BEHAVIOR

1. Pays attention or actively works at assignment
2. Stares in space or closes eyes
3. Fidgets, taps, amuses self
4. Distracts others–entertains, jokes
5. Distracts others–questions, seeks help, investigates
6. Distracts others–attacks or teases
7. Leaves seat–goes to teacher
8. Leaves seat–wanders, runs, plays
9. Leaves seat–does approved action (what?)
10. Leaves seat–does forbidden action (what?)
11. Calls out answer
12. Calls out irrelevant comment (what?)
13. Calls out comment about teacher (what?)
14. Calls out comment about classmate (what?)
15. Deliberately causes disruption
16. Destroys property (whose? what?)
17. Leaves room without permission
18. Other (specify)

B. APPARENT CAUSE

What set off the behavior?

1. No observable cause–suddenly began acting out
2. Appeared stumped by work, gave up
3. Finished work, had nothing to do
4. Distracted by classmate (who?)
5. Asked to respond or perform by teacher
6. Teacher checks or asks about progress on assigned work
7. Teacher calls for attention or return to work
8. Teacher praise (for what?)
9. Teacher criticism (for what?)
10. Teacher praises or rewards another student
11. Teacher criticizes or punishes another student
12. Teacher refuses or delays permission request
13. Other (specify)

NOTES:

TIME		CODES A	CODES B	
8:00	1.	1		
	2.	2	1	
	3.	1		
	4.	2	1	
8:15	5.	1		
	6.	1		
	7.	1		
	8.	2	1	
	9.	9	1	
8:30	10.	9	13	need to move around perhaps
	11.	9	1	
	12.	2	1	
	13.	2	1	
	14.	9	1	
8:40	15.	2	1	
	16.	2	1	
	17.	10	1	
	18.	2	2	possibly
	19.			
	20.			
	21.			
	22.			
	23.			
	24.			
	25.			
	26.			
	27.			
	28.			
	29.			
	30.			
	31.			
	32.			
	33.			
	34.			
	35.			
	36.			
	37.			
	38.			
	39.			
	40.			

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Transitions and Group Management

USE: During organizational and transition periods before, between, and after lessons and organized activities

PURPOSE: To see if teacher manages these periods efficiently and avoids needless delays and regimentation

How does the teacher handle early morning routines, transitions between activities, and clean-up and preparation time?

Record any information relevant to the following questions:

1. Does the teacher do things that students could do for themselves? answers unnecessary questions
2. Are there delays caused because everyone must line up or wait his turn? no
   Can these be reduced with a more efficient procedure?
3. Does the teacher give clear instructions about what to do next before breaking a group and entering a transition? Clear instructions are given for the assignments but not for
4. Does the teacher circulate during transitions, to handle individual needs? asked a questions.
   Does he take care of these before attempting to begin a new activity? the teacher spends a lot of time with some students & avoids some entirely
5. Does the teacher signal the end of a transition and the beginning of a structured activity properly, and quickly gain everyone's attention? the teacher raises her voice above the noise to give direction

Check if applicable:

_____ 1. Transitions come too abruptly for students because teacher fails to give advance warning or finish up reminders when needed

_____ 2. The teacher insists on unnecessary rituals or formalisms that cause delays or disruptions (describe)

✓ 3. Teacher is often interrupted by individuals with the same problem or request; this could be handled by establishing a general rule or procedure (describe) see #3 above

_____ 4. Delays occur because frequently used materials are stored in hard to reach places

_____ 5. Poor traffic patterns result in pushing, bumping, or needless noise

_____ 6. Poor seating patterns screen some students from teacher's view or cause students needless distraction

_____ 7. Delays occur while teacher prepares equipment or illustrations that should have been prepared earlier

✓ 8. other - Class does not begin promptly

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Lesson Observation Summary Sheet

Mr. Smith
Monday 6
March 4, 1985
1st Period Lang. Arts

List examples you observed of each of the six functions of teaching. Give a brief discription using the teacher's exact words if possible.

Review

Daily — questions directed to several students

Weekly —

Presentation

Overview — a business letter is viewed and its parts are identified in order.

2nd Objective → To learn spelling words

Objective — to know how to write a business letter

Demonstration — example in book
examples of parts given by students

Guided Practice –

Fact Questions – a lot of these

Process Questions — student initiated ones - about alternatives to the book example

Total-Group Responses — teacher response - "Why do you think there should be more ...?"
writing their own letter

Feedback and Correctives – affirming tone of voice

Praise — "yes that's exactly right" "right"
"way to go - you're on a role now"

Correctives/Probing — "all of this goes over here" (to make 3 lines not 4)
several instances of reteaching

Covering spelling words → *Independent Work*

All Students Capable of Succeeding
(established during guided practice)

Monitoring — walking around and answering questions

Group Work — assignment given

(Source : A.S.C.D. Video Handbook, "Effective Teaching For Higher Achievement")